

Joan L. Loring

**Kennedale
Public School**

Independent District.

KENNEDALE, TEXAS

First Annual Catalogue

**Announcements for
1915-16**

Session Opens September 6, 1915

Closes May 19, 1916.

*Property of
Vera Coker*

A Hot Biscut

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110 Main St., Close to Court House.

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Invited. Meals 25 cents.

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FACULTY.

J. A. FRITTS, Superintendent.

Graduate of North Texas State Normal 1914.

Student of Oklahoma University.

MISS VERNA PRICE

Graduate of North Texas State Normal 1914.

MISS OCIE MAE BEST

Graduate of Ardmore Oklahoma High School.

Graduate of North Texas State Normal 1914.

SCHOOL BOARD

J. A. HAMMACK

T. S. PETEMAN

J. M. ESTES

J. L. STRAWN

S. H. BABER

S. B. JETER

W. R. PATTERSON

COMMITTEES

Finance: J. M. Estes, W. R. Patterson, S. H. Baker.

Compliant: W. R. Patterson, S. H. Baker, J. L. Strawn.

Building and Grounds: T. S. Peterman, J. B. Jeter, J. S. Strawn.

JANITOR

Henry Braman.

INTRODUCTION.

This Catalogue is gotten out for the purpose of placing in the hands of the patron and friends of the school the information concerning the plans and aims of the school that is calculated to assist them in arranging for the work to be done by their children and in helping to make 1915-16 the banner year for the Kennedale High School. We wish to thank the business men of Fort Worth, Kennedale and Mansfield, whose ads appear herein for making the printing of this Catalogue possible. Especial attention is called to the course of study laid out on the following pages. This course is based on the one that was adopted by the Board of Education and is subject to slight change should such be necessary to make it conform to the best needs of the school.

Greetings.

The Kennedale Public School greets its patrons with still more unusually bright anticipation for the coming term than those realized last session. We have just closed a very prosperous year, but there are several reasons why prospects for the coming season are exceedingly flattering. Things that were but dreams of future greatness have now been realized. We have now a fine brick building that is fairly equipped with modern school furniture. We have eight acres of land, a part of which we intend to use for a school garden. We intend to make a strong effort to secure a thousand dollars from the state for the maintenance of our garden and for pro-

viding laboratory equipments. As stated above the School Board has adopted a course of study recommended by the County Board of Education, as a basis for our work. This course of study will be followed closely enough to enable us to secure classification with the various high schools of the State.

But in spite of these flattering prospects, we recognize our inability to maintain a present high standing of our school and our inability to make it what it promises to be in the future without the cooperation of the patrons. Those responsible for the success of the school wish to thank the people heartily for the splendid cooperation given during the past term, and to plead for a continuation of the same. It is true that a great deal more could be done in the home for the good of the school. Do not be too quick to criticise a teacher or the school adversely, but remember that the teachers are human and that they make mistakes like other people. Our teachers stand ready to rectify, as far as possible, mistakes made by them. If for any reason you feel that you have cause for complaint, make the same known to the teachers involved or to the Superintendent before going to your neighbors with your troubles. A word with the teacher if spoken in the right spirit often prevents complexities that would otherwise arise.

The school is an institution that builds for eternity, and they that build wisely build well. The boys and girls of today are to be the men and women of tomorrow. If we are to have a part in the civic and economic betterment of our community, we must see to it that these boys and girls are given the training that is so necessary in getting them to take their places in the world. There is a growing demand for men and women that can do things. How can we supply the demand? Build up your school if you would build up your town. People do not care to locate in a schoolless town. Railroads and smoke stacks bring people; but a good school does more, it brings desirable citizenship. It is true children learn to do by doing, but they must be trained. This may require many years

of persistent application on the part of the children and many sacrifices on the part of the parent, but he can succeed provided both himself and his parent are willing to pay the price and that he be so fortunate as to be in a community that is awake to his needs. Teach your children to respect their teachers by having them to respect you. Teach them to respect the authority of the the teacher by having them to obey you. Teach them to respect and obey those that are in authority, and you have given the first lesson calculated to fit them for citizenship.

Notice.

Please do not destroy this Catalogue, keep it for future reference. Study it carefully that you may know what is to be done and when and how to do it. Read the advertisements. They are placed in here by men that have the interest of our school at heart.

LOCATION AND ADVANTAGES.

Kennedale is a thriving little town situated in the southeastern portion of Tarrant County, ten miles from Fort Worth, on the Houston and Texas Central railroad in the center of one of the greatest fruit and truck farms in the county.

Kennedale has the following business houses: One bank, two dry goods stores, three grocery stores, one general merchandise store, postoffice, telephone exchange, one barber shop, one cotton gin, blacksmith shop, one confectionery stand. This town is surrounded and supported by a very prosperous farming country.

Our location practically combines advantages of the the city and country. Besides the cardinal road connection with Fort Worth we have four passenger trains daily that connects us with Fort Worth and Waxahachie.

Healthfulness.

With those who are acquainted with this section of the country, it is not necessary to raise the question of healthfulness. There is nothing here to cause sickness. Kennedale has an elevation of 600 feet, plenty of fresh air, pure water, bright sunshine and perfect drainage making this one of the most healthful places to be found. Our town is visited by many seeking the help of our mineral water.

Scenery.

From the campus the student may look upon hundreds of acres of

fine farming land. He may see many acres of orchards and truck farms. The tall buildings of Fort Worth offer an elevation to the mind that is prone to admire such large structures.

Citizenship.

Persons contemplating a school in which to place their children by boarding them or by moving their families to town, will do well to investigate the character of the citizenship they are about to enter.

Some towns have good schools but other influences which the school authorities lament but cannot control, prey upon the school and its influence to such an extent that the work is not only crippled but many times students whose habits and characters were good before are so affected by such influences that their education is blighted, their character is stained and their usefulness ruined.

Kennedale has no saloons, "dives," "joints," or downtown resorts into which to decoy your children, and what is more she has a class of citizens that will not tolerate anything of the sort for a single day. Parents or guardians who are seeking a home or a good school will find here a warm and hearty welcome among as highly bred class of citizens as can be found in any land.

RULES AND REGULATIONS.

Section I.

1. The Public School of Kennedale shall be a system of a graded school, divided into Primary, Intermediate, and High School departments. The Primary department shall comprise the first, second, third and fourth grades. The Intermediate shall comprise the fifth, sixth and seventh grades. The High School department shall comprise the eighth, ninth and tenth grades.

2. The annual session of Kennedale school shall begin on the first Monday in September, unless otherwise ordered by the Board, and shall continue for a term of nine months, which is to be free to all pupils in the scholastic age.

There shall be a charge for all non-scholastics on the following-basis:

Under seven years \$1.00 per month.

Over twenty-one \$2.00 per month.

Those from other districts, who did not transfer before the first of August will be required to pay \$2.00 per month.

3. The scholastic age has been changed so as to include all children between seven and twenty-one. Students between seven and seventeen must be transferred before the first of August if in the Primary or intermediate departments. Children living in districts where there are no High Schools who are in the High school grades, may transfer any time during the year.

4. The daily session of the school shall begin at 8:45 a. m. and close at 4 p. m. with such intermissions as the Superintendent may direct.

5. The holidays shall be Christmas and such other days as the Board may direct.

6. Examination shall be given at the end of each month and at such time as is necessary to test the pupils knowledge of the subject and his ability to express the same in writing.

7. The examination, the recitation, the deportment and attendance of the pupil will determine his final standing. A general average of 75 per cent will be required for promotion. Promotions will be made at the end of the term, but on the recommendation of the teacher in charge and at the discretion of the Superintendent, a pupil may be promoted at any time during the term.

Section II.

SUPERINTENDENT.

Powers and Duies:—The Superintendent is the executive officer of Board of Education and shall act under its advice and direction.

2. It shall be the Superintendent's duty to make monthly reports to the Board showing the absence and tardness of the teachers, the amount of tuition collected and other such matters. It shall be his duty to collect tuition for all not entitled to free tuition.

3. The Superintendent shall have general supervision over the school with reference to discipline, course of study and promotions, but each teacher shall be held responsible for same in his or her own rooms.

4. Assignment of work to teachers shall be made by the Superintendent, acting under the advice of the Board.

5. He acting with the Grievance committee, shall consider all complaints of parents and guardians. The School Board alone has the power to expel, but the Superintendent may suspend a pupil until the Board can meet.

Section III.

PUPILS.

1. On entering, pupils must apply to the Superintendent for admission and registration. Pupils who were promoted at the close of the term must show promotion certificates. Those who did not take examinations at the close of the term shall be required to take them before being assigned to any grade.
2. Pupils admitted to the school must furnish all books and stationery required by the teacher in charge; failure to do so will justify expulsion.
3. Pupils will not be permitted, without a written request from parents, to leave school to attend to other duties, nor to leave the school grounds for any cause without permission.
4. Pupils should bring their dinners when it is at all practicable. They will not be allowed to eat at the stores without special request from their parents.
5. Stopping on the way to and from school and street loafing are prohibited. After 4:30 o'clock in the afternoon, children will not be permitted to remain in town. They may return after having gone home.
6. The railroad officials forbid loafing around the depot at any time, and by special request we forbid students going to the depot without permission from the Superintendent.
7. Pupils shall not mark, deface or destroy any property belonging to the school. Pupils committing such injuries, whether accidental or intentional, shall be required to pay damages and on refusal to do so in a reasonable time shall be suspended.
8. Pupils shall not assemble on the school grounds earlier than 8:15 a. m., nor shall they loiter on the school grounds after school is dismissed.
9. Pupils are expected to be respectful and obedient to their teachers, diligent in study, prompt in recitation, punctual in attendance, corret in

deportment, polite in conduct, truthful and chaste in language, but it is enjoined upon the teachers that they shall not censure them in terms calculated to destroy their self respect.

10. Pupils shall be orderly during recitations and shall not unduly laugh nor whisper nor pass notes.

11. Pupils writing vulgar language or drawing indecent pictures on any of the school properties or any books or papers in the school building, shall be subject to severe punishment.

12. Pupils shall not remain in the school building during intermission unless the weather is very inclement.

13. If the Superintendent deems any pupil to be large for corporal punishment, he may suspend the same for one day, sending a statement of the offense by the pupil to the parent, requesting that the parent punish or correct the pupil and return the statement to the Superintendent with the parent's signature. The failure of any parent to comply with said request will lay the pupil liable to suspension for the remainder of the term by the Board.

14. No one who is not a pupil of the school, will be permitted to loaf about the school buildings or grounds during or after school hours.

Section IV.

TEACHERS.

Teachers shall teach in whatever department assigned them. They may be changed any time if the best interest of the school demands it.

2. Male teachers are required to be on the ground by 8:15, and lady teachers by 8:30 in the morning and during the entire period of all intermissions.

3. Teachers are held responsible for the care of their rooms, fixtures, apparatus, etc. Any damage done must be reported to the Superintendent.

dent. They shall exercise vigilant care over pupils on the play grounds and as far as possible, on their way to and from school. If the weather is too inclement they shall permit pupils to remain in their rooms during intermissions under their supervision.

4. No teacher shall bring books, paper, etc., to the school rooms to read during school hours that do not pertain to the school work.

5. Teachers shall heartily co-operate with the Superintendent in executing all rules prescribed by the Board.

6. Teachers shall refrain from "party going" and from "keeping company" with the opposite sex during school days.

7. Teachers violating any of the foregoing rules or any other rules prescribed by the Board, shall thereby annul their contract with the Board.

Section V.

JANITOR.

A janitor for the school building shall be appointed by the Board. It shall be the duty of the janitor to keep the school building in proper order; to sweep the rooms and hall daily; to perform such other duties as the Superintendent may direct.

Duties of Parents.

1. Parents are urged to have their children in school at the opening of the session that they may be properly classified and thereby save loss that even a few days delay may cause.

1. Parents are requested to see that their children attend school regular. Unless this is done satisfactory work cannot be expected.

3. Parents are requested to see that their children start from home in time to reach school by 8:30 a. m. At least a part of the time that pu-

pils are tardy will be required to be made up after school unless satisfactory excuses are rendered.

4. Parents should teach their children lessons of obedience and respect to teachers. For parents to speak lightly of teachers in the presence of their neighbor's children often causes trouble in school.

5. Parents are requested to require their children to report home at a reasonable time after school is dismissed, as many cases of disorder are occasioned by loitering on the way to and from school.

6. Any parent having cause for grievance against the school or any teacher should report his grievance to the Grievance Committee. This Committee will then take up the matter with the Superintendent.

7. Parents are urged to visit the school often. Nothing will encourage teachers and pupils more than frequent visits made by the patrons of the school.

COURSE OF STUDY.

First Grade.

Reading—First Term: Use chart, blackboard and Playmates Primer; Second Term, Arnold's Primer, Hill's Reader, Book One and Art Literature, Book One. Read all these books thoroughly, supplementary reading Baldwin's Golden Fleece.

Spelling—First Term: Spell words from chart, blackboard, Primer and conversation.

Writing—New Outlook Writing System, Book One.

Language—Work should be under the direction of teacher during the entire year. A copy of some suitable outline of Primary Language should be in the hands of the teacher.

Numbers—First Term: Journeys in Numberland to page 41, should be in hands of teachers only.

Second Grade.

General Lessons—Physiology and Hygiene, both oral and general; suitable songs; local geography; and Nature Study.

Numbers—Second Term: Continue to study First Journeys in Numberland to page 82.

Reading—First Term: Hill's Reader, Book Two; Second Term, Art Literature Reader, Book Two, Supplementary Reading, Adam's "Fables and Rhymes."

Spelling—First Term: Use words from reader and continue McCallum and Horn's, The New Century Spelling Book to section 44, page 36 of the Second Grade work; Second Term, use words from Reader and complete the Second Grade work of the New Century Spelling Book.

Writing—New Outlook Writing System, Book Two.

Language—First Term: Smith's Our Language, First Book, in hands of teacher only, and complete to section 45, page 57; Second Term, continue study of our Language, First Book, to section 71, page 95.

Numbers—First Term: First Journeys in Numberland in hands of teacher and pupils, reviewing work of the First Grade and completing to page 110; Second Term, complete and review First Journeys Numberland.

General Lessons—Physiology and Hygiene, both oral and general; suitable songs; local geography; Nature Study using this outline: Weather, Sky, Winds, Birds and other Animals, Insects, Trees, Flowers.

Third Grade.

Reading—First Term: Hill's Reader, Book Three; Second Term, Art Literature, Book Three; Supplementary Reading, Book of Tales, Adam's Talk-Story and Verse.

Spelling—First Term: Use words from readers and other texts, and continue to page 45 of McCallum and Horn's, The New Century Spelling Book; Second Term, continue study of the New Century Spelling Book to page 65.

Writing—New Outlook Writing System, Book Three.

Language—First Term: Smith's Our Language, First Book in hands of pupils and teachers and complete from section 71, page 95 to section 112, page 143; Second Term, complete and review Our Language, First Book.

Arithmetic—First Term: Sutton and Bruce's Arithmetic, Lower Book to page 63; Second Term, continue study of Sutton and Bruce's Arithmetic, Lower Book to page 123. Use during both terms Hopkins and Underwood's Mental Arithmetic for mental drill in rapid calculation.

Geography—First Term: Tarr and McMurray's The World Geography, First Book completing to middle of page 44; Second Term, World Geography, First Book to page 86, and review.

General Lessons—First Term: In Physiology and Hygiene use Hartman and Bibb's First Book of Health to page 43 in hands of the teacher.

Fourth Grade.

Reading—First Term—Hill's Reader, Book Two; Second Term, Elson's Fourth Grade Reader; Supplementary Reading; Adam's Myths of Old Greece, Four Great Americans, Lucias Stories of American Discovery for little Americans.

Spelling—First Term: Study words selected from daily lessons and continue McCallum and Horn's, The New Century Spelling Book to page 75; Second Term, study words selected from daily lessons, and continue The New Century Spelling Book to page 86. Each pupil should have a small dictionary of his own and be taught how to use it.

Writing—New Outlook Writing System, Book Four.

Language—First Term: Smith's Our Language, Second Book, to page 54; Second Term, Smith's Our Language, Second Book to page 110.

Arithmetic—First Term: Sutton and Bruce's Arithmetic, Lower Book to page 168; Second Term, Sutton and Bruce's Arithmetic, Lower Book, so page 202. Use during both terms Hopkins and Underwoods Mental Arithmetic for mental drill in rapid calculation.

Geography—First Term: Tarr and McMurray's, The World

Geography, First Book to page 158; Second Term, Tarr and McMurray's, The World Geography, First Book completed and reviewed.

Fifth Grade.

Reading—First Term: Hill's Reader, Book Five; Second Term, Elson's Fifth Grade Reader. Supplementary Reading—Baldwin's American Book of Golden Deeds, Beebe's Four American Naval Heroes. Burton's Four American Patriots, Holbrook's Round the Year in Myth and Song, Coe's Makers of the Nation.

Spelling—First Term: McCallum and Horn's The New Century Spelling Book to page 99; Second Term, McCallum and Horn's The New Century Spelling Book to page 113. Each pupil should have a small dictionary of his own and be taught how to use the large dictionary.

Writing—New Outlook Writing System, Book Five.

Language—First Term: Smith's Our Language, Second Book to page 171; Second Term, Smith's Our Language. Second Book, completed and reviewed.

Arithmetic—First Term: Sutton and Bruce's, Lower Book completed and reviewed; Second Term, Sutton and Bruce's Higher Book to page 62. Use during both terms Hopkins and Underwood's Mental Arithmetic for rapid mental calculation.

Geography—First Term: Tarr and McMurray's, The World Geography, Second Book to page 70; Second Term, Tarr and McMurray's, The World Geography, Second Book to page 148.

Physiology—First Term: Hartman and Bibb's, the Human Body and Its Enemies to page 174; Second Term, Hartman and Bibb's, The Human Body and Its Enemies completed.

General Lessons—Singing and Nature Study.

Sixth Grade.

Reading—First Term: Elson's Sixth Grade Reader; Second Term, Brooks, the Story of Cotton.

Spelling—First Term: McCallum and Horn's The New Century Spelling Book to page 123; Second Term, McCallum and Horn's The New Century Spelling Book to page 135. Teach the use of the large dictionary.

Writing—New Outlook Writing System, Book Six.

Grammar—First Term: Smith's Our Language Grammar to page 83; Second Term, Smith's Our Language Grammar to page 126.

Arithmetic—First Term: Sutton and Bruce's Arithemite, Higher Book to page 122; Second Term, Sutton and Bruce's Arithmetic, Higher Book to page 178. Use during both terms Hopkins and Underwood's Mental Arithmetic for mental drills in rapid calculation.

Geography—First Term: Tarr and McMurray's, The World Geography, Second Book to page 198; Second Term, Tarr and McMurray's, The World Geography, Second Book to page 256.

History—First Term: Estills Beginner's History of Our Country; Second Term, Baker, Potts and Ramsdell's, a School History of Texas completed. Penneybackers' History may be used as supplementary text.

General Lessons—Singing and Nature Study.

Seventh Grade.

Civics—Second Term: Triplett and Hauslin's Civics; Texas and Federal, completed.

Spelling—First Term: McCallum and Horn's, The New Century Spelling Book to page 160; Second Term, McCallum and Horn's, The New Century Spelling Book to page 184, continue through both terms

the study of new words found in daily lessons, and require the use of the large dictionary.

Grammar—First Term: Smith's Our Language Grammar to page 193; Second Term, Smith's Our Language Grammar to page 261.

Arithmetic—First Term: Sutton and Bruce's Arithmetic, Higher Book to page 267; Second Term, Sutton and Bruce's Higher Book to page 344.

Geography—First Term: Tarr and McMurray's, The World Geography, Second Book to page 341; Second Term, Tarr and McMurray's The World Geography, Second Book completed and reviewed.

History—First Term: Hall Smither and Ousley's The Student History of Our Country to page 244; Second Term, Hall Smither and Ousley's The Students History of Our Country completed. The work in History and Civics will be closely correlated.

Agriculture—Second Term: Furgerson and Lewis' Elementary Principles of Agriculture.

HIGH SCHOOL.

First Year.

REQUIRED:	Units
English—Merkly and Ferguson's Composition and Rhetoric	1
History—Meyers' General History	1
Algebra—Hopkins and Underwood's Algebra to page 201	1

ELETIVES: (Choose 1 1-2 units)

Latin	
Physical Geography—Tarr's New Physical	1-2
Physiology—Ritchie's Human Physiology	1-2
General Science—Clark's General Science	1-2

Second Year.

REQUIRED:

English—Herrick and Damon's Composition	1
Algebra—Wentworth's New School	1

ELECTIVES: (Choose 2 1-2 units)

Latin—Caesar	1
Agriculture—Warren's Element of Agriculture	1
Physics—Mann and Twiss	1
Botany—Andrew's Practical Course in Botany	1-2

Third Year.

REQUIRED:

English —History of English and American Literature and Classics, Pancoat's Introduction.....	1
Geometry —Wentworth and Smith.....	1

ELECTIVE:—(Choose 2 1-2 units)

History —American History for Schools, Cousin's and Hill	1
Latin —Cicero or Chemistry.....	1
Botany —Adrew's Practical Course in Botany.....	1-2

The numeral after each subject indicates its value in units; by a unit of work is meant five recitation periods a week, of not less than forty minutes each for 36 weeks

Classics to be Studied in the
High School.

EIGHTH.

First Term:

Goldsmith's Deserted Village,
Longfellow's Evangeline.

Second Term:

Stephenson's Treasure Island,
Bunyan's Pilgrim's Progress,
Courtship of Miles Standish.
Themes to be assigned on subjects.

NINTH.

First Term:

Coleridge's Ancient Mariner,
Shakespeare's Merchant of Venice.
Themes on assigned Subjects.

Second Term:

George Elliot's Silas Marner,
Shakespeare's Julius Caesar, Sir
Rodger DeCoverly Papers.
Themes on assigned subjects.

TENTH.

First Term:

Shakespeare's As You Like It,
Berke's Speech on Conciliation
with America.

Second Term:

Mims and Paynes Southern
Prose and Poetry, Shakespeare's
Twelfth Night. Themes on as-
signed subjects,

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